OCT 4 1926

Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 12

October 4, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

To Read Carpenter Is to See the World

Carpenter's New Geographical Readers

NORTH AMERICA SOUTH AMERICA EUROPE ASIA AFRICA

Price, $1.00, each

THE popularity of **Carpenter's Geographical Readers** has been unequaled. In this new edition the material has been entirely re-written, re-set and freshly illustrated. Through the travelogue form the pupil gets a vivid and fascinating view of far-off places and peoples. These books provide the necessary background for the formal study of geography.

Carpenter's Journey Club Travels

THE FOODS WE EAT $ .72 THE CLOTHES WE WEAR $ .76
THE HOUSES WE LIVE IN $ .80

THESE three books are intended to make a natural and easy approach to the study of geography. They follow the popular Carpenter method of taking a group of children, who have formed a "Journey Club," on an imaginary trip here and there all over the world in order to learn about the sources of our food supplies, our clothes, and our building materials. Much useful information is presented in an entertaining and impressive way. The pictures are varied and numerous.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

The LENNES

Work, Drill, and Test Sheets in Arithmetic

Remedial Drill Work — Standardized Tests

Grades 2—8

By N. J. LENNES

Classroom Use Reveals

"INTERESTED, Wide Awake Classes"

"WORK at Top Notch Speed"

"INDIVIDUAL Weaknesses Diagnosed"

"INDIVIDUAL Weaknesses Remedied"

"MASTERY of Fundamental Operations"

"A CONTINUOUS and Definite Record of Progress"

"CLASSES Above the Average—By Actual Test"

"ARITHMETIC the Most Popular Study"

Not a novelty nor an ingenious fad—but an EDUCATIONAL BOON, as large orders from the same place for the third successive year indicate.

Write for Further Information

Laidlaw Brothers

Educational Publishers

2001 Calumet Ave. *CHICAGO*

118 E. 25th St. *NEW YORK*

READINGS IN CIVIC SOCIOLOGY

Selected and Edited by

EDWARD ALSWORTH ROSS

Professor of Sociology, University of Wisconsin

and MARY EDNA McCAULL

Teacher of Civics, Lincoln High School, Des Moines

This collection of readings has been made in order that students of civics and elementary sociology might have readily available significant, authoritative materials which amplify the subject and make more evident the true line of major trends of American society. The book is intended to be used along with textbooks in the field such as Ross's *Civic Sociology* and others, the teachings of which it illustrates or confirms by statistics and the opinions of leaders.

A total of 156 selections from 95 different authors and from public documents have been included. They are grouped in 28 chapters which deal with important topics, and questions on the readings are given at the ends of chapters. These selections are designed to enable the student to see clearly and understand the changes which society is undergoing. They provide the needed background and supplement in a definite way courses in civics and sociology as required for high schools, normal schools, and junior colleges.

Cloth. xxii+398 pages. Price $1.80

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland and Manila

The lives of great men often remind us of a good way to teach history

A GROUP OF FAMOUS LEADERS IN AMERICAN HISTORY

By MAY S. HAWKINS

THIRTY-TWO biographical chapters progressing from the founders of the nation to the leaders of modern development. The selection was made to represent all phases of leadership. This biographical history conforms exactly with what is being recommended in practically all of the new courses of study for fourth and fifth grade history. List price, 96 cents.

Biographical History or Supplementary Reading for Grades Four to Eight

A GROUP OF FAMOUS LEADERS IN AMERICAN HISTORY —HAWKINS

MODERN WORLD SETTING FOR AMERICAN HISTORY —JONES AND SLEMAN

THE BOYHOOD OF FAMOUS AMERICANS *(In press)* —BROOKS

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta Dallas San Francisco London

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR OCTOBER 4, 1926

EDITORIALS:—
Cosmic Rays 283
Modern Sanity 283
McAndrew's Latest 284
William Hawley Smith 284
Prize Fight Teaches Something 284
THE BIBLE TODAY AND TOMORROW 285
By A. E. Winship
MYSELF (Poem) 285
THE AGONY OF STARTING 286
By F. B. Pearson
TEACHING THRIFT 287
By L. K. Hatch
SALARY OF PRINCIPALS 288
By W. F. Webster
CO-OPERATIVE COLLEGE ADMINISTRATION 289
By Carter V. Good and Raymond M. Hughes
THOMAS JEFFERSON'S RELIGION 290
By Lucia Ames Mead
OUT-OF-DOOR INTERESTS FOR CHILDREN 292
By Katherine E. Dolbear
THE CHALLENGE OF THE CHILD 293
By Joy Elmer Morgan
THE NEW EDUCATION 294
By Sir John Adams
PERSONAL AND PROFESSIONAL 296
CHARACTER CHATS 297
By Joseph B. Egan
Defective Windows 297
Prayers 297
Happiness 298
Wild Geese 298
No Lack of Beauty 299
AN ODE TO THE PARENT (Poem) 299
By Helen Holly Douglas
EDUCATION IN ACTION 300
TREND OF THE TIMES 302
THE BOOK TABLE 303
GRINS BETWEEN GRINDS 305

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Cosmic Rays

D. R. A. MILLIKEN continues to discover wonderful secrets of nature. One of his famous late discoveries is the "cosmic rays," which is a hundred times as penetrating as the X-ray, and it is free in space, and can be picked up, as it were, anywhere, any time, if one knows how to pick it up without being penetrated thereby.

The one annoyance in most of the psychology of the day is the element of mystery about it. The professionalist tries to impress the public that modern education is very mysterious; that one must have rare scholarship, a rare gift to understand it, whereas in the language of "Captain January," it is lying round loose where anyone can pick up it up. Think of "cosmic rays," one hundred times as penetrating as the X-ray, being free in space for Milliken to pick out of space. Let us learn a lot from real children in real life, often a hundred times more penetrating than what we can learn from the books of those who study children from other books.

Cosmic rays are creating a profound scientific sensation because while they have always been free in space we have been content to study in the laboratory and with the telescope, instead of studying space.

It is the height of intelligence to test the intelligence of everybody, but it is a sample of stupidity to test the ignorance of people.

Modern Sanity

THE Massachusetts Institute of Technology, Cambridge, Mass., the highest scientific authority in the United States, has a summer course for teachers of science and utilizes the science teachers of the English High School, Boston, men and women who are teaching real science to real boys. The success of this course is attracting much attention. The principal of the English High School, F. R. Miller, Charles E. Stone and Lillian J. MacRae have been on this faculty for two years.

One never goes where he is looking if he walks backward.

McAndrew's Latest

THE latest reform-crusade of William McAndrew is the elimination of the "back-seaters" in teachers' gatherings of all sorts. Our experience is that at conventions and large meetings teachers come forward quite generally, but in local gatherings and especially at normal schools and teachers' colleges they always fill in from the rear.

James Whitcomb Riley's poems in the forty years they have been for sale have yielded a total of two million dollars in royalties, and the sale continues steady. Riley's home on Lockerbie Street, Indianapolis, is a Riley Shrine, owned and cared for by the Riley Memorial Association.

William Hawley Smith

A RECENT opportunity to enjoy Peoria for a few days has recalled the years when we enjoyed the luxury of the friendship and comradeship of the man who first magnified the difference between teaching children and teaching subjects. His "Evolution of Dodd" first ran as a serial in the Illinois School Journal, thanks to the enterprise of George P. Brown, one of the real inspirations of professional progress in the days of William T. Harris, Emerson E. White, John Hancock, B. A. Hinsdale, and others of that famous group.

William Hawley Smith breathed the breath of life into the schools of the Middle West and for a time gave a heart throb to the East, but the atmosphere was not ready for the ripening of the fruit from the seed he strewed so abundantly, and a reprint of "The Evolution of Dodd" would be important, but for the fact that the title would have to be changed to delete the word "evolution."

Of the friends we have had in these years of rare opportunity no other one could have taken the place of William Hawley Smith. Those were the days when we did "Institute work," chiefly in Ohio and Pennsylvania, and he was making "day stands," or rather evening stands, and we planned to spend the week-ends together somewhere. We never talked schools or pedagogy, but he read to me—I never read to him—from some book, or from the Atlantic Monthly. He would read Emerson and Whitman, Carlyle and Browning as no one else whom I knew could read them. He would read Browning until he could stay seated no longer, and rise and read till in the climax he would close the book and throw it on the table, and there would not be a nerve in my body that was not quivering. Those week-ends were in a class by themselves. I have had many friends, but no one who was to me the joy that William Hawley Smith always was.

Prize Fight Teaches Something

IN THE Sesqui-Centennial stadium at Philadelphia, the other night, 125,000 people who had paid $5.50 to $27.50 each for the privilege, sat through a drenching rain to see two husky fellows pound each other. The combat turned out to be a tame one. Jack Dempsey was out of practice. He had been living too soft and luxurious a life. The sport writers, for some reason, hadn't taken sufficient note of this. So when Gene Tunney carried off the victory, there was complete surprise—and some consternation among those who had bet, four to one, on Dempsey.

Of course the record crowd in the stadium was footing a huge bill; Dempsey a million, and Tunney $200,000; not to mention Tex Rickard's ample slice, and the expense items. But a much larger crowd, sitting at home or in theatres, "watched" the battle with the aid of radio.

All this interest in a fistic duel has something to do with education. But what?

Some think it indicates the failure of education to take root. They point to the low mentality of the majority who attended the exhibition.

But the Governor of Pennsylvania was there. Mr. Pinchot is not a man devoid of enlightenment or culture. If Roosevelt had been living, he would have been there—in spirit if not in body. These men belong to a cult which believes sincerely and openly in the manly art of self-defence and in cultivating it for its value to the race of men.

Education will have a hard task if it tries to do away with instincts which were planted in mankind ages and ages ago. The fondness for a fight is of a piece with the fondness for camping. There is an insistent call of the wild in most natures which educators must take into account, whether they approve or disapprove.

Of course there is—football. People who consider themselves above the low plane of fight fans, will flock to the college games this fall. Education isn't trying very hard to destroy that love of battle, now, is it?

I am not saying it should. In fact I think something very fine and important in the human make-up would be missing, were everybody to dwell in intellectual and spiritual glory exclusively. The real question is one of keeping the various parts of the human make-up in proper balance.

The Bible Today and Tomorrow

By A. E. WINSHIP

THE Bible is not liable to be side-tracked, much less derailed, now or ever. Some incidental interpretations have been discarded and some others may be discounted, but nothing has happened or is likely to happen to disturb the serenity of the Bible. There have been several earthquakes, but the earth has not been noticeably affected. The best literature ever written is in the Bible. The Bible Hebrew and the Bible Greek are the most translatable of all Hebrew and Greek literature, and the Bible Hebrew and the Bible Greek are successfully translated into a hundred times more languages without losing the slightest thrill of human influence, than any other Hebrew or Greek literature.

There are more nuggets of gold to standardize the values of coin morale in the Bible than in all other literature, judged by the fact these human elements of inspiration lose nothing when translated into any and all languages of civilized and uncivilized peoples.

There are no peoples in the world who do not respond to the rhythm, melody and harmony of the Bible masterpieces. Despite some static misplaced emphasis in incidental translations, the Bible has been the greatest dynamic force in civilization that has been utilized "from sea to sea and from the rivers to the ends of the earth." Like pure air, it purifies the human morale, socially, civically, domestically, industrially, commercially and religiously, as do no drugs, tonics, or spirits.

The Bible is in daily use by infinitely more persons in all races and classes than is any non-religious book ever published, and it is used by a larger percentage of persons on the globe today than ever before. No calamity could be as serious to civilization as would be the putting of a dimmer on Bible literature or a muffler on the spirit of the Bible. The great need of the world today, civically and socially, ethically and religiously, is to broadcast the glow and glory of the Bible in wave-length-rhythm, so that the amplifiers of young and old, of all races and civilizations, will catch its melody and utilize its harmony.

The Christian public, especially parents, have an intense conviction that the Bible shall have a fair chance to be known in its miraculous inspiration, shall be understood in its native beauty and glory, shall be ardently loved for the sweetness and flavor it can impart to the human soul in all its complexities. The world needs more of the Bible influence and less of the ambition to get influence by talking about the Bible. There has never been a great human need that was not nobly met, and this demand for an attractive, appealing, inspiring opportunity to broadcast the Bible in all of its functionings, will be met by a lovely and lovable presentation of the art, literature and history, domestic, industrial, and commercial ideals, civic, educational and ethical standards, social, civic and religious morale.

The Bible will be the most attractive book in home and school. Its matchless biographical history will be the most forcefully written and the most brilliantly illuminated of any stories in the world.

Myself

I have to live with myself and so
I want to be fit for myself to know,
I want to be able as days go by,
Always to look myself straight in the eye,
I don't want to stand with the setting sun
And hate myself for the things I've done.

I don't want to keep on a closet shelf
A lot of secrets about myself,
And fool myself as I come and go
Into thinking that nobody else will know
The kind of a person I really am;
I don't want to dress myself in sham.

I never can hide myself from me;
I see what others may never see.
I know what others may never know;
I never can fool myself, and so,
Whatever happens I want to be
Self-respecting and conscience free.

—Author Unknown.

The Agony of Starting

By F. B. PEARSON
Columbus, Ohio

THIS fine phrase was coined by the late Professor William James, whose clear insight and keen acumen set him apart as a master in all matters psychological. The phrase is not only a fertile one but it is also most comprehensive, and, in its universal application, is all-embracing. Indeed, we must all plead guilty to the soft impeachment when we are haled into court, for, in some degree, we are all the victims of the agony of starting. It has interdicted ten thousand successes and the world is poorer on that account. Many people have superb ability, are actuated by noble motives, and make high resolves, and there they stop because they lack the will-power to start. As Shakespeare put it: "More resolves and re-resolves, then dies the same." Many a potential poet, or painter, or musician, or orator has died in obscurity because of his inability to overcome his inertia. He could not get started. Then for the rest of his life he sadly contemplates what he might have done and been, and spends much time in an effort to explain to himself and others why he did not achieve, and in time his explanations take on the color of justification. Prospect and retrospect are often vastly different.

Here is a teacher, let us say, who is animated by a desire to read the Bible through this year in her spare time. Such a feat is easily possible and she is quite enthusiastic at the prospect. She feels that such an achievement would prove a worthy example for others, besides being advantageous to herself. So she makes a high resolve to set herself to the task. Then she thinks of some other matters that are pending which she had overlooked for the moment, and thinks it well to postpone to next week the reading of the first chapter of Genesis. That is fatal. If she lacks the will-power to begin now she cannot hope to have an access of will-power next week, and she will find herself postponing and postponing from week to week and from year to year, and she will never read the Bible through, even in the face of her good resolutions. The agony of starting is beyond her powers, and her resolves will go for naught. We often see the motto, "Do It Now," but it is void of significance to all such as lack the ability to make a start. If we fail to do it now the chances are against our ever doing it, and we shall drag along through life bemoaning our lost opportunities. The train will not wait for the laggards but leaves them standing on the platform in impotence and chagrin.

A little girl of seven years announced to her family that she intended to become a violinist —not a fiddler, mind you—a violinist—and action followed close upon resolution. Her parents had no rest until she had come into possession of the coveted instrument. Then ensued lessons, followed by practice, hours of practice each day, persistent and consistent practice. She had set up a definite goal and went straight toward it without faltering. She never relinquished her purpose nor relaxed her efforts but courageously held herself to her self-imposed task. Some of her companions thought they would emulate her example, but practice soon palled upon them and social diversions soon supplanted their music. This girl is now a young woman and a finished artist who is in great demand in musical circles, while the companions she left behind are having joy rides, making fudge, and dancing the Charleston. They have little to show for the past fifteen years in comparison with the artistry of the accomplished virtuoso. She had the will-power to over-ride the agony of starting while her companions did not.

The teacher need not go far afield to find exemplifications of this agony of starting, for they appear in the school, on the playground, on the street and in the home. Indeed this malady or weakness, as you will, is quite prevalent among humans, more's the pity. The boy thinks he will go bathing, gets his bathing-suit, goes to the pool, and stands over the brink ready to make the plunge, but somehow, he doesn't plunge. The water looks cold and he is already shivering; so he turns about, dons his clothing, and makes his way homeward, reflecting that he might have taken cold or that he might have been late for supper. We are all fertile in alibis when inertia is haled to the bar of judgment. The girl hears her mother's call and calls back: "Wait a minute," because of the agony of starting. The boy is late to school. Yes, he heard his mother's call, but, somehow, he fell asleep again, and thus was late. The man missed the train and lost several good hours of the day because he just couldn't get started. He may try to explain to himself that the delay was unavoidable, but his effort at explanation is a tacit admission of inertia, which is the bane of progress in the individual and in the group. Getting started is the most difficult part of any trip or enterprise.

It is said that it requires eleven units of power to start a load which two units of power will easily keep going once it has been started, which is tantamount to saying that nine units of power are required to overcome the inertia. We have all seen a team of horses straining mightily to start a load which they draw

without apparent effort after it begins moving. We have all seen the wheels of an engine slipping on the track in the effort to start the train while, once the train is started, the same engine whirls it along at the rate of forty miles an hour, or more. The same is quite as true of mental and spiritual inertia as of physical. The man is animated by a desire to pour out his thoughts upon paper for the enlightenment of others, takes his seat at the table, dips his pen into the ink, holds it poised in the air for five minutes, then lays it down, and his literary aspiration evaporates. He was unable to overcome his mental inertia, and, thus, so far as literary achievements are concerned has become static. It is a real tragedy, of course, for the man has great possibilities. His brain is active, his pen is fertile, and he has accumulated a vast store of knowledge, but he was wrecked upon the rock of inertia.

Too much cannot be said in praise of that teacher who has the acumen and the skill necessary to inspire her pupils to overcome inertia—to get started. Whether the pupil sits before a problem in arithmetic or algebra, or before a lesson in language or science, the serious part of the task is to get started—to get under way, to set the powers of the mind going. But the teacher's task is no less onerous and bewildering as she stands before the pupil in his perplexity, for she is debating just what mental levers to touch in the mind of the pupil to help him make a start. This is a vast problem for the teacher, and one which needs full emphasis. She would have the boy win distinction in mathematics, and this he will do if he can only get started. Hence, getting him started on the mathematical road is the really difficult part of the entire enterprise. But the start must be made or nothing will be accomplished, and we commend to every teacher the special study of how to overcome inertia, how to help her pupils get started.

Teaching Thrift

By L. K. HATCH
Boston, Mass.

TEACH thrift? Certainly. Among the many subjects in the school curriculum there is a place for this. Thinking people are saying that waste and extravagance are two great evils of the present day. It is therefore necessary that the coming generation should be instructed in the matter of saving.

The subject is receiving attention in the public schools. Instruction is given in the necessity of saving and in the evil of wastefulness. Banks are using different devices to call attention to the value of systematic saving. Many schools, in co-operation with banks, open accounts with pupils and encourage them to make regular deposits, even if in small amounts. No doubt many accounts thus begun will be the nucleus of a property that will give future self-respect and independence to the owner.

But opposing influences are at work. In all schools there is great waste on the part of pupils of school supplies; there is unnecessary destruction of books; there is lack of care of school property. What is the effect? Of what avail are lessons in thrift when pupils habitually waste supplies and find they can have all they want for the asking? There is evidence on all sides that the attitude of many Americans toward public property is not good. Look at defaced benches and littered walks in parks; look at stairways and halls in public buildings; visit schoolhouses and note the desks cut and marked; note the condition of the walls. Then consider that in many cases pupils from good homes are guilty of this work of defacement simply because it is public property. Their action seems to say that whatever is furnished by town or city costs nothing.

Is it not time to curtail supplies? Is it not reasonable to suppose that if pupils bought paper, pens, ink, pencils, erasers, and rulers a great lot of this waste would stop? Would it not do more to inculcate habits of thrift than any lessons on the subject can? Would it not indirectly have effect on the idea that public property costs the individual nothing?

In the case of private ownership of books there is more to be said. People appreciate what they pay for. If a pupil owns his book, he will not only take better care of it than if it is owned by the school but he will not be obliged to use soiled books that have passed from hand to hand; and he will have the book after he is through school. Who that owns his school-books does not enjoy looking them over many years after school days are ended? Especially the reading books, the geographies, the books on literature, language, and history.

It may be argued that if supplies were not furnished free at school, many poor children would suffer. But children today, even in the poorer quarters of cities, have money for gum, for candy, for the movies. This money might well be used for other purposes. Moreover, the majority of American people today are not poor.

If they were required to furnish books and supplies for their children, it could be done.

The present system is certainly encouraging habits of wastefulness and the idea that public property costs nothing. Why not give another method at least a trial?

Salary of Principals

By W. F. WEBSTER

[W. F. Webster, superintendent of Minneapolis, is hopeful of a single salary schedule for principals. In an address before the Department of Elementary School Principals at Philadelphia he made the best analysis of the situation we have seen. We give it in part.]

A SINGLE salary schedule for teachers is based upon two premises: that with equal training and equal experience, teachers shall receive the same salary, without regard to the position they hold in a system of schools. That is, a person with a college degree shall be paid the same salary for teaching in a kindergarten as for teaching in a high school. This does not assume that a kindergarten position should be given to a college man; for there might be persons better fitted for kindergarten instructors than some brands of college men—probably than any college man. It is intended to say that besides holding a diploma, a person must place behind this exhibit some very definite record of fitness for a particular assignment. Physics instructors would scarcely qualify as second grade teachers, though they hold an accepted certificate to teach in any grade of school in a state. Because teachers colleges centre their efforts on the preparation of elementary teachers, and colleges of education are directing their energies toward preparation for high school instruction or administration, it rarely happens that a college woman is found teaching in elementary schools, and very few normal school graduates ever are found instructing in high schools. The law does not permit the latter. Though a single salary schedule exists, its application is really not so different from the ordinary schedule. Only the exceptional person gets out of the traditional position, either up or down. College degrees are held by high school instructors; teachers college diplomas are the common possession of elementary school teachers.

When we consider a salary schedule for principals, a third element enters into the composition: the size of the school. Should size of school be a factor or should it be disregarded, or, as a third possibility, should the size of school be so weighted that it would make the smallest modification of the schedule? It is generally regarded as axiomatic that the larger building demands the larger salary. The reason for this is that more labor is required of the principal of a large building; and a more convincing reason is that responsibility increases directly as population increases.

In adopting the principle that the big job demands the big salary, school men have agreed with business men. It does require the same complete knowledge to run a paper mill manufacturing five hundred tons a day as though manufacturing five thousand tons; yet no manager would be asked to accept his former salary when promoted to the larger place. Neither would the length of experience be the great factor. Business pays for results; and it does not seek far for the elements that contribute to bring about results. In business efficiency alone is considered, and efficiency alone gets its reward.

Yet some persons seem still to doubt it. The tendency today of youth is to demand a swivel-chair position before serving among those who labor standing at their task. And these young men show some hesitation about accepting the decision of the world, if it places them among the masses who hold the less responsible positions. The gray old world makes few mistakes. It squints its eyes, and scans the field, and makes its decisions with cautious care. Advance to the seats of power must still be made on foot.

As with business, so with schools. There are many who come among us carrying banners proclaiming years of training. They are not seeking to learn; they already know. The same wise world assigns them to their proper place. If they labor with gladness and earnestness, the old world says with quiet satisfaction: "You have been faithful over a few things; I will make you master over many things." But not until it knows.

* * * * *

Whether there will be a single salary schedule for principals in my day is a problem. Much education of the public will be needed before it will accept any schedule which places all principals from elementary to high school on a parity. And much education of elementary principals themselves will be necessary to place them on a level with high school men today. Yet the greatest problem of all will be to determine the elements that enter into the composition of a successful principal and to establish definite standards for their measurement.

Co-operative College Administration

By CARTER V. GOOD and RAYMOND M. HUGHES
Miami University

THE complex problem of administering and supervising a large college.—When a college numbers only two or three hundred students who are housed in five or six buildings, there is present a minimum of complications with respect to the administration and supervision of buildings, grounds, equipment, students, teaching staff, and employees. This was the situation in many colleges two or three decades ago. In such instances it was possible for the college president, with the assistance of a dean or business manager, to keep a reasonably close check on the material equipment, academic instruction, and student life of the institution. However, within the last decade or two, many of these same colleges have doubled and trebled in student population, material facilities, and professorial staff. The president is confined more and more closely to his office while on the campus, and must meet increasingly numerous calls that take him away from his own college. Even with the aid of a vice-president, assistant, business manager, deans, and student advisers he cannot know everything in the institution that requires adjustment or attention.

Another condition present in many large colleges of today renders difficult the establishment of constructive and co-operative college administration. The average professor tends to become more or less detached from the administrative and supervisory aspects of the institution in which he teaches. He takes care of instructional needs within his own little circle and leaves other matters to the so-called administrative staff. In other words, there is not present the close personal contact between the professorial and administrative staffs of the large educational institution that exists in the small college. In the small college the two staffs are often the same or overlapping in large part.

The innovation of an officer of the day is felt to be the most distinct contribution of Miami's school year, 1925-26, toward the co-operative and constructive administration of Miami's college affairs.

The term, "officer of the day," is quite familiar in military circles. Webster defines the term as "the officer who, on a given day, has charge for that day of the guard, prisoners, and police of the post or camp." The term, "officer of the deck," or "officer of the watch," means about the same thing in naval circles; Webster's definition is, "the officer temporarily in charge on the deck of a vessel, especially a war vessel." Obviously, the connotation of the term, officer of the day, and the duties of the individual serving in this capacity are not the same in college and military circles. However, the essential idea is the same in that such an officer is charged with general responsibility and oversight for a given day and is to report any matters that need attention.

In many cases a specific topic is assigned the officer of the day for special study. Such topics may be illustrated by the following: a particular building, a definite section of the campus, a given course of study or curriculum, instruction in a given curriculum, and student conduct. At intervals the president's office summarizes the recommendations under various headings, such as: (1) matters which have been reported and attended to; (2) matters which have been taken up with some person and which, it is understood, are in the process of being corrected; (3) matters which have been reported, but concerning which it does not seem feasible at present to do anything; and (4) suggestions to be taken up, considered, and corrected if possible or if desirable.

The limited space available does not permit even the listing of examples of the several hundred more or less valuable suggestions and recommendations that have been received to date. However, it may be stated that the suggestions are concerned with instructional and academic phases of the college work, as well as with the improvement of material facilities.

Probably the easy and economical way to administer a college or other educational institutions, in terms of the time and energy consumed, is for the chief administrative officer to dictate or "strong-arm" his policies over the heads of his faculty. Certainly the college president or school administrator who attempts to promote a co-operative scheme of administration needs time, patience, and energy. It must be admitted that the officer-of-the-day plan, as outlined above, makes demands on the time and strength of the chief administrative officer. However, the results seem to justify the expenditure of the energy consumed.

Thomas Jefferson's Religion

By LUCIA AMES MEAD
Boston, Mass.

THIS year the name of Thomas Jefferson is on the lips of everyone who knows American history. This greatest scholar of all our Presidents and, as Lincoln well emphasized, our greatest political thinker, still awaits an adequate memorial at the hands of a grateful American people. This deserves the remaining most conspicuous place among Washington's magnificent monuments. Let no enthusiasm for a later man usurp the place that by right is Jefferson's.

A century and a quarter ago, in the momentous election of 1800, Americans were everywhere discussing the religion of Thomas Jefferson. Henry Adams, summing up the tirades against Jefferson in 1800 said: "Every dissolute intriguer, loose-liver, forger, false-coiner and prison-bird; every hair-brained, loud-talking demagogue; every speculator, scoffer, and atheist was a follower of Jefferson; and Jefferson himself was the incarnation of their theories." Democracy itself was suspected. "I hold democracy," George Cabot wrote in 1804, "in its natural operations to be the government of the worst." "Your people," declared Alexander Hamilton, "is a great beast." Men wrote pamphlets to prove that Jefferson hated the Constitution "and was pledged to subvert it." It was prophesied that he would bring "universal bankruptcy and beggary." The New England clergy thought him an atheist and French infidel. Mr. Parton, his biographer, devotes a whole chapter to "The campaign lies of 1800." Certain old women hung their Bibles down a well for fear that were Jefferson elected these would be taken from them. "Campaign liars," said Parton, "were hard put to it. Jefferson's life presented to their view a most discouraging monotony of innocent and beneficial actions—twenty-five years of laborious and unrecompensed public service, relieved by the violin, science, invention, agriculture, the education of his nephews and the love of his daughters; a life so conspicuously blameless did not give fair scope to talent."

No President was ever better versed in the Christian scriptures than Thomas Jefferson. Though he never withdrew from the Episcopal church, his views were essentially what are called Unitarian today. His view of Jesus was thus expressed: "I am a Christian, but I am a Christian in the only sense in which I believe Jesus wished anyone to be, sincerely attached to his doctrine in preference to all others; ascribing to him all human excellence, and believing that he never claimed any other. Jesus corrected the deism of the Jews, confirming their belief in one God, giving a juster notion of his attributes. He went beyond all other teachers in inculcating a universal philanthropy, not only to kindred and friends, but to all mankind, uniting all in one family in the bonds of love, peace, common wants and common aids. He went beyond the Hebrew code which dealt with actions only. He pushed his scrutiny into the heart of man, erected his tribunal in the region of his thoughts, and purified the waters at their fountain head. Jesus taught the doctrine of a future state, while he made it supplementary to other motives of moral conduct. We have his doctrines only in a fragmentary condition. They have been disfigured by those who have grafted on the simple doctrines the mysticisms of Greek sophistry. A system of religion fitted out in the style and spirit of these rich fragments would be the most sublime ever taught by man."

Jefferson was much concerned that the Indians should be given the most important words of Jesus. About 1803 he began to make selections from the gospels which should contain none of the miraculous element or matters that should raise controversial questions, but which should lay down a code of ethics that would compel assent from every rational being. These selections were compiled in chronological order, chiefly from the synoptic gospels. These teachings of Jesus were put into a little octavo volume of forty-six pages and were the basis of a more careful work a dozen or more years later. This he entitled "The Life and Morals of Jesus of Nazareth, extracted textually from the gospels in Greek, Latin, French and English." This volume is now one of the treasures of the National Museum in Washington, having been purchased by the government as an invaluable relic. It is a small book bound in red leather with gilt tooling, and contains the Greek and Latin texts on the left page and the French and English on the right. In the book were pasted maps of Palestine and of the ancient world. These texts were not known even to Jefferson's grandchildren until after his death. They then learned that he read them nightly before going to bed.

About 1890 Congress ordered 9,000 copies printed like the original, even to the binding and tooling, 3,000 for the Senate and 6,000 for the use of the House. This issue contained an introduction by the librarian of the Smithsonian Institute. This photographic facsimile is by far

the most important edition which has appeared. There have been three other editions, all of them for various reasons unsatisfactory. At this moment, however, a learned and zealous Boston woman who is devoted to both Jefferson's political and religious doctrines, has projected an edition, which when it appears will give a little volume which people of all creeds, Jewish or Christian, can accept.

It is singular that the pulpit of the time should have selected Jefferson for opprobrium and been silent about John Adams. Said Mr. Parton: "There was not a pin to choose between the heterodoxy of the two candidates; indeed Mr. Adams was sometimes in his familiar letters more pronounced in his dissent from established beliefs than Jefferson; he was by far the most impatient of the two with popular creeds; and as for the doctrine of the Trinity, he greatly surpassed Jefferson in his aversion to it. Regarding the popular doctrine of the person of Christ, Adams once declared: 'Until this awful blasphemy is got rid of, there will never be any liberal science in this world.' Probably the reason for the peculiar condemnation of Jefferson was his notable part in the separation of church and state in Virginia. This separation was strenuously opposed by the clergy. Not until 1834 was this separation completely effected in Massachusetts. Lyman Beecher opposed it in Connecticut. In Virginia, some clergymen hoped to undo Jefferson's work. Jefferson said: 'They believe that any portion of power confided to me will be exerted in opposition to their claims. And they believe rightly, for I have sworn upon the altar of God eternal hostility against any form of tyranny over the mind of man.'"

It is not generally known that Jefferson inserted into the first draft of the Declaration of Independence an eloquent protest against the slave trade and all that went with it. Had his colleagues not expunged this, as Dr. Crothers says, "it might have changed the course of our history."

Abraham Lincoln in his letter for the celebration in Boston of Jefferson's birthday in 1859, declared: "The principles of Jefferson are the definitions and axioms of free society, and yet they are denied and evaded with no small show of success. One dashingly calls them 'glittering generalities.' Another bluntly calls them 'self-evident lies.' And others insidiously argue that they apply to 'superior races.' These expressions are identical in object and effect—the supplanting the principles of free government, and the restoring the classification of caste and legitimacy. . . . All honor to Jefferson—to the man who, in a concrete struggle for national independence by a single people, had the coolness, forecast and capacity to introduce into a merely revolutionary document an abstract truth, applicable to all men at all times and so to embalm it there that today and in all coming days it shall be a rebuke and a stumbling block to the very harbingers of reappearing tyranny and oppression."

It is notable that one of three tributes to Jefferson inscribed upon the modest monument in the little burial ground at Monticello was for his services for religious freedom. This inscription, as will be remembered, is: "Thomas Jefferson, the Author of the Declaration of Independence, and of the Virginia Statutes for Religious Freedom, and Father of the University of Virginia."

This inscription was directed by himself. He had held every high post of honor which it was possible for Americans to hold; but he chose to be remembered simply by these three purely intellectual services. We should take the great lesson to heart on this notable anniversary; the lesson of political and religious freedom and of education. Jefferson saw and said that freedom and igorance could not go together. He trusted the people more absolutely than any other great American. But he trusted them only as they were enlightened, and education and democracy were with him two ways of spelling the same thing. The last years of his life were devoted to founding the University of Virginia; and through it and otherwise, it has been said that Jefferson exerted a profounder and more widespread influence than any other upon our higher education. The reverence of our people for his political leadership is universal. Let us commemorate equally at this time his great service for education and religion.

It is all right to call the subconscious mind up out of the cellar and make it the servant of our lives, provided only that in so doing we do not throw the conscious mind down out of the watch tower. It is all right to harness our emotions, if we do not hamstring our reason in the process. We must not let our Coueisms degenerate into magic. Incantations cannot take the place of intelligence.

—Glenn Frank.

Out-of-Door Interests for Children

By KATHERINE E. DOLBEAR
New Rochelle, N. Y.

CHILDREN thoroughly enjoy doing worthwhile things. If we lead them to see real problems in nature and show them how much they can do to solve these problems they are glad to co-operate and may accomplish wonderful results.

I wonder how many of us realize how much we are indebted to some of the birds and small animals for the protection they give our gardens, farms, orchards, and forests against insect pests? Have we ever tried to do anything in return for the assistance of these little helpers? Our young people are almost always interested in nature and enthusiastic in their efforts in behalf of the little guardians of the garden. Not all children learn about such things in school. If mothers could talk over with their boys and girls the possibility of assisting these out-of-doors friends, it would result in a new and very close bond of sympathy between parents and their children. Keeping children busy doing good things is much simpler than devising ways to offset and counteract the evil impressions which seem so prevalent these days.

Every child who has a garden or a bit of woods to visit can find something of interest to do and to study.

Nearly all of our wild birds help us in one way or another, and we should try to find some way to coax them to make their homes with us. Blue birds, martins, and wrens are especially appreciative of the houses we may put out for them. Robins always plaster their nests with mud and frequently have to go long distances to find it, so they are glad to find a pan of soft mud on a shelf placed half-way up the trunk of a tree which has a suitable nesting site above. Long grasses, string, straw, hair, feathers and cotton may be hung out in plain sight during nest building time, and the children will be delighted to see what the various birds choose, and how these materials are used. Purple martins were so eager to get the pieces of cotton being tossed into the air that they hovered about the child who was scattering it, and snatched the cotton almost before it left her hands.

A bird bath is also a source of attraction, and no large estate is quite complete without one. They come in various sizes and materials or may be built from rough stones cemented together in the form of a basin. A simple one may be made by placing a large flower-pot saucer on a tree stump a few feet above the ground where it will be safe from cats. A bath of this type was arranged about fifty feet from the library window of a house whose inmates were entertained for hours by the little bathers. As many as two dozen robins gathered there at one time, and while waiting for their turn searched the lawn for worms.

Of course the birds must always find water in their bath, but keeping it filled regularly is a splendid bit of work for a very young member of the family, and surely the development of a sense of responsibility is an asset for any child and essential to the best character formation.

In winter the birds which remain with us are especially entitled to our care, and there are several things which may be done to make life less difficult for them. Merely scattering crumbs is not enough. Lumps of suet should be hung on the trees where the snow will not cover it or it may be melted, and chopped nuts, seeds, and raisins added before the mixture is poured over cold branches where it quickly hardens.

Cocoanut restaurants may be put out for winter birds. These are made by cutting an opening about two inches in diameter in the eye end of each cocoanut. The milk and meat of the cocoanut are removed, and the shell dried, after which it is filled with bits of nuts, seeds, raisins, suet, grain, crumbs, and cheese, and suspended in a piece of coarse mesh wire netting fastened by wire and hung in a tree.

Care should be taken to have the entrance to the restaurant so placed that it will be easily accessible.

We have hung several dozen restaurants of this kind in our nature study woods in New Rochelle so that birds will always be able to find an abundance of food even when the ground is deeply covered with snow.

Years ago in a central section of Spain the farmers decided that birds were taking too much grain and helping themselves too liberally to fruit so they shot the birds and cut down the trees that the birds might have no place to nest. Now that section of Spain is barren. The insects increased so rapidly when the birds disappeared that far more of the grain and fruit was devoured by the insects than had been by the birds. Since then the farmers have had great difficulty in providing enough food to last from one harvest to the next.

Bats and toads are other little garden friends which are in need of our appreciation and protection. Both come out just at dusk when the birds have retired—the bats as the aero-

plane squad of the orchards and the toads as the night watchmen of the gardens. Great numbers of insects are destroyed by each of them.

For generations bats have been feared and despised unjustly. Naturalists who have made special studies of bats find that they do not easily become tangled in human hair, nor are they as disagreeable otherwise as has been supposed. They are far too valuable in the economy of nature to be injured on account of a foolish fear. If we had a sufficient number of bats to guard our orchards at blossom time wormy apples would be less numerous. How is it possible to start a battery that our gardens and orchards may be protected?

One way to attract them is to arrange small openings so they may have access to dark hiding places in barns or sheds. It is said that in Texas special bat roosts have been erected. These consist of structures like blinds on a house, with the slats partly open to permit the bats to enter their living room, where they may rest on shelves or hang from them, as they choose. Bats have taken such an active part in the mosquito campaigns of that state that they are now accepted as citizens in good standing.

Toads move less rapidly, but they do a good honest night's work in destroying bugs, worms and insects which otherwise would be industriously disposing of our plants and vegetables.

One thing we can do for toads is to arrange a wee pond for them in some quiet, cool spot in the garden. A large flower pot saucer sunk in the earth to a level with the surface and kept filled with water makes a satisfactory pond for this purpose. It is also well to arrange a suitable hiding-place under a piece of sod or a small board where our toad helper may rest between meals, free from danger of mowing machines. One small boy succeeded in making conditions attractive enough for his toad so it spent five summers in the garden. At last it was accidentally killed, and tearfully buried. There was no question as to the identity of this special toad as he was blind in one eye.

Insects are taking so much of the foods we produce and are trying to produce and cause such injury to our gardens and forests that we should welcome all the assistance we can receive from the little creatures which are helping to keep the balance of nature. It really is a serious question as to whether the ingenuity of man can keep ahead of the insects which increase so rapidly and destroy so voraciously.

Should not our children be taught to realize these things and be busily occupied devising ways by which they can assist our allies, the birds, the bats, and the toads?

The Challenge of the Child

By JOY ELMER MORGAN
Editor of the Journal of the National Education Association

The child! The child!! The child!!! Let us keep our eyes on the child. For him the school exists. For him architects make noble buildings. To aid his learning books are printed. To guide his growth teachers are trained. By his needs all the devices of administration and management are measured. He is the centre of gravity of the school.

Through the eyes of the child society looks into the future. In his life come together a million streams of hereditary influence stretching back into the twilight of man's history. Into his life society builds with infinite patience the elaborate fabric of attitudes and practices that men have forged through all the centuries. Every aim of education must be tested by the needs of the child.

To be a child is to look forward. That is the message of the Great Teacher. Every institution that is to endure must be tested by its service to childhood. The challenge of the child is the call of tomorrow with its higher ideals, its wiser organization of life, its wider harmonies of race and religion, its nobler spirit, its surer appreciation of service and the solid values of life. The child is the tomorrow of the human race. His teachers are the makers of tomorrow's civilization. All hail! The child! The child!! The child!!!

The New Education

By SIR JOHN ADAMS

London University, Exchange Professor at Harvard

ONE of your writers, Van Wyck Brooks, tells us that when you want to make a sensation you select one of the most worn-out subjects, attach the adjective *new*, and the sensation is accomplished. Thus we have the new politics, the new religion, the new art, the new criticism, the new woman, and even the new children, for a book with that very title has been published by my friend, Mrs. Radice. The new education is therefore inevitable, and introduces the fundamental question: Is it new?

Obviously either answer, yes or no, may be justified. But since we talk persistently about the new education we must admit that it exists as, at any rate, a subject of discourse. How far it can honestly be described as new is another affair. If it be new there must be some big underlying principle that marks it off from all previous educations. But manifestly there cannot be an entirely new principle in a process that has been applied the world over for aeons. All that can be looked for is a new emphasis. To what then can we look in the new education as a justifying emphasis to mark it off from previous systems? What, in other words, is the characteristic that entitled us to speak of the education of the day as new.

Probably this may be found in the renewed emphasis on an aspect that has been kept in the background, though it has never been absent. In the struggle for supremacy that has been going on throughout the history of education—the struggle between the person to be taught and the subject to be taught to him—there was a long period during which the subject dominated, and the person to be taught held a subordinate position. In the old Latin rudiments there was a rule that ran: "Verbs of teaching govern two accusatives, one of the person, the other of the thing—as, Magister Latinam Johannem docuit (The master taught John Latin)." In the past all the emphasis was put on Latin. The new education came in with the reversion of the emphasis to John.

Curiously enough this change of emphasis is represented by a word introduced by G. Stanley Hall, who, so far as I am aware, did not speak of the new education though he was certainly one of the leading spirits that brought it to birth. The word is a clumsy one, a pedantic one, a hybrid one. It has, indeed, all the faults a word can well have; and against these only one merit, but that merit compensates for all the rest. It is very useful; it expresses the essence of the new education. The word is Paidocentricism, and may be translated into plain American by the phrase, centring the attention on the pupil.

No doubt the teacher could never entirely neglect John, however humble the place assigned to him. But under the old education the subject matter occupied the first place, and John made but a poor second. Now John and Latin are treated as they ought to be, as of equal importance. They drive abreast instead of tandem. It is not a matter of putting John in front of Latin instead of behind. Neither must be in front; they must move side by side; equal in power and glory.

If this view of the fundamental characteristic of the new education be true, we ought to find all the new developments of education paidocentric. Most people will admit that perhaps the most striking contribution to educational theory and practice is to be found in the system associated with the name of Dr. Montessori. There can be no doubt that this system is paidocentric. Everything in it points emphatically to the emphasis laid upon the individual child. The subject matter is put into a place of subordination; the attendants do not allow themselves to be called teachers; they are merely directoresses.

The Dalton Plan, the next most striking development, is merely an application of the Montessorian principles and is pointedly paidocentric. The subject matter is placed in marked subordination to the pupil.

The Project Method may seem at first sight to place the subject matter in the first rank, but closer inspection shows that the apparent importance of the subject matter is derived from its relation to the pupil. The project owes all its importance to the effect it is to produce on the nature of the young projector. It will be found that the myriad "plans"—"platoons"—"Winnetka," and so forth, are really based on the same principle. If we follow the little child in his peregrinations through the various rooms where he picks up his learning on the Gary Plan, we find that everything has been subordinated to the reaction upon him.

So with all those tests and scales. At first sight the scales seem to put the subject matter again in the forefront, but second thoughts show that the whole import of the scales is the reaction on the individual pupil. The tests are, if possible, even more definitely paidocentric. The pupil is kept strictly in the limelight.

—Address.

"—built of solid blocks of gold"

MARY McSKIMMON
President National Education Association 1925-26
Principal of the Pierce School, Brookline, Mass.

Massachusetts is one of thirty-eight states which requires or permits a portion of the Bible to be read every day. To busy teachers who have experienced difficulty in selecting and organizing these daily readings Miss McSkimmon's statement should be a beacon light. She writes:

> "My fellow teachers often ask me how they can find things full of beauty and interest to read to their pupils. The Bible is full, full of both, but it isn't a grab bag where you close your eyes and snatch at the first thing that presents itself. There is wealth untold for the seeker. The best work on the Bible, and built of solid blocks of gold straight out of the Bible itself, is THE BOOK OF LIFE."

THE BOOK OF LIFE is a new and different publication.

It is the Bible itself, made as attractive and interesting as modern printing can possibly do. Art and typography are of the finest. It gives the stories of Joseph, Moses, David, Jesus, Paul and all the others in proper sequence. The majestic simplicity and unexcelled English of the King James' Version, is retained with no effort to elaborate upon or alter a single incident. It brings out the art, romance and poetry of the Bible in a way that will arouse interest and develop genuine appreciation.

With each section are explanatory notes and pictures that carry the reader as though on a journey through Bible lands and scenes made famous and sacred by the well-known characters of the Old and New Testaments.

The Eighth Volume is filled with information on methods, story telling, religious art and courses of Bible study for students and teachers.

Free to Educators
"American Citizenship Readings"
A Bible Reading Course

As a service to educators, John Rudin & Company, Inc., publishers of THE BOOK OF LIFE, have prepared and published for free distribution, these American Citizenship Readings. Bible references for every day of the school year will be found in this valuable book. Suggestions and plans for special days are also given. No obligation is incurred in writing for this book. It is purely a contribution to the character education efforts of our American teachers.

Leading American educators including State Supt. Mary C. C. Bradford of Colo., Dr. A. E. Winship of Mass., State Supt. Henry N. Sherwood of Indiana, and others have examined and approved "American Citizenship Readings." Write today for your copy.

JOHN RUDIN & COMPANY, INC., 1030 S. Wabash Ave., Chicago

The Book of Life

Personal and Professional

MISS SINA M. MOTT, Mooresville, N.C., has arranged a "Syllabus of Bible Study for Grades 1 to 12." This is the first work of its kind that has been prepared with any such skill. The public schools of the city, Eugene M. Crouch, superintendent, use this syllabus from the kindergarten through the twelve grades. This work in Mooresville is attracting much attention, and Miss Mott's "Syllabus of Bible Study" presents something definite for use.

JOSEPH S. TAYLOR, district superintendent, New York City, is appreciated by his associate superintendents as the livest kind of a live wire, and in his book on "Supervision and Teaching of Handwriting" (Johnson Company, Richmond) he justifies his reputation, as the following selection from the preface indicates:—

"'There are always more people,' says Walter Lippmann, 'interested in finding out who started the fire than in helping the firemen. Therefore, the saints are noticed on the editorial page, but the devil is news. And generally men are more interested in fixing the blame than in fixing the trouble.' This is the reason why complaints about the product of our public schools occupy so much more space in the press than constructive proposals for their improvement. This book is an attempt to help the firemen. Never mind how bad the handwriting of children is: advertising the faults won't cure them. . . . The measurement movement in education has a tendency to express its findings in highly technical language. 'Technical words,' writes Hilaire Belloc, 'arise of themselves in any science or art, and there is no force, even of a god, that could keep them out. But that is only their genesis. Their true use is to bamboozle and, my word, how well they do it!' We teachers are children of a larger growth and we find much of the stuff that comes to us out of educational laboratories over our heads. We can not use it until some one translates it into our vernacular. I do not think investigators mean to bamboozle, but, nevertheless, like Holmes's 'Katy-did,' they often 'say an undisputed thing in such a solemn way.' In penmanship, for instance, vast resources of time and money and human energy have been expended to prove what every writing teacher knew long ago from personal experience. It is something to have this experience confirmed by scientific methods and expressed in technical terms; but the teacher is properly resentful when he sees a bit of truth that he always knew strutting about in the fine feathers of Professor Peacock. The writer recently, in the course of some research work in geography, ransacked the catalogue of a great university library, and there fell upon a graduate thesis on 'the causal series in geography.' It purported to be an original contribution. On reading it, he discovered that it was what he had been insisting on during all his supervisory career. No wonder cynics like Belloc cry out, when they see familiar vacuities decked out in pretentious technical language: 'Having mastered the terms, anyone whatsoever, though he be color-blind, cross-eyed, and quite indifferent to proportion, can write the very best art criticism in the world. For criticism is good in proportion to the awe which it excites. For the function of the critic is to criticise—that is, to pull the leg of the middle class.'"

DAVID A. ANDERSON of the State College of Pennsylvania is elected to the presidency of the Ohio State Teachers College of Kent. The situation has been most complex, and the influences have been so mixed that the unexpected has happened, and the choice is of a man outside the state. Dr. Anderson is highly professional, and will give the great institution at Kent an administration along strictly educational lines. It is one of the best institutions for teacher training in the country. The location is admirable and the equipment is adequate and up to the minute. Everybody is to be congratulated.

W. F. WEBSTER, superintendent, Minneapolis, is a very clear-headed professionalist. His analysis of any educational problem is as clean cut as could be given by any university professor. There was nothing at Philadelphia more highly scholarly than his address before the Department of Elementary School Principals on "The Single Salary Schedule." It left no ragged edges, left nothing more that needs to be said.

RAY S. ERLANDSON, with John Rudin & Company, 1018 South Wabash Avenue, Chicago, is in charge of the various publications for the promotion of a better and wider knowledge of the Bible, including eight important beautiful volumes of "The Book of Life," and is the creator of "American Citizenship Readings," a work which promotes the safe and sane use of the Bible in school, magnifying the Bible without arousing the suspicions of those who have been antagonized by the misuse or abuse of the Bible for propaganda effect. Mr. Erlandson was on the faculty of the River Falls, Wisconsin, State Normal School at one time, and was on the headquarters staff of the National Education Association when the annual meeting was in Boston, which accounts in part for our friendship.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Defective Windows

YESTERDAY I happened to sit next to a car window. Evidently the glass in the window pane was not extra good, for as I looked through it down to the rails on the track next to us, I was amused at the peculiar movement that the glass gave them. They rippled and twisted like a shaken rope. Of course, I know that the trouble lay in the defective window pane that I looked through. Otherwise I should have told the conductor about the bad piece of track that ran along beside us.

I am sure all of you have had similar experiences. I have no doubt but what right now you can see the world twist, by moving your head as you look through one of your school window panes.

If I were to tell you that almost every day you have similar experiences in your spirit world you might accuse me of stretching the truth in order to point a story; so I am not going to tell you all that, I am, instead, going to point out a few peculiar things that happen to all of us.

Suppose we are very angry. Does the world look the same to us? Do we see the pleasant things? Are they not twisted out of shape into disagreeable and ugly things? Do we see lovely things? Are they not distorted and pulled out of line by the anger that we gaze through. Are not their colors dimmed and their beauty of design destroyed? And yet, you and I both know that things are just as pleasant as they ever were, and things are just as lovely as they ever were and that whatever change we find in them exists only in our own soul.

Suppose we form a bad habit, swearing, or cigarette smoking, or telling dirty stories. Is the world about us just as wonderful to live in as it was before? Are we as happy as we were before we swore, or smoked, or told that dirty story? Did not the evil in the habit bring a queer change over the things about us? I am sure you will agree that it did and yet, you and I both know that things did not change. The person before whom we swore is just the same although he has lost respect for us. The body that we punished with the cigarette is just the same body although weakened by our vice; the ears into which we poured the dirty story are the same except that they have been corrupted by our evil thoughts.

To me, therefore, there seems very close connection between the ripple in the poorly-made glass window and the warp sometimes found in the characters of people. Both change a lovely orderly world into a jumble of distorted lines, which flow on and on without beauty and without happiness.

Let us, therefore, clear the vision of our souls of distorting things; evil thoughts, evil acts, evil words, anger, laziness, envy, and the other flaws that mar the transparent beauty of our characters.

Prayers

THERE was once a man who had two sons of nearly equal age. One Sunday the two boys listened to the same sermon, preached by the same man, in the same church. The text of the sermon read as follows: "For whatsoever you ask in my name, it shall be given to you." The preacher spoke long and earnestly of the need of prayer, and at the sermon's end had so impressed one of the boys that from that day on he spent much time in prayer. The other boy was not so much impressed.

It happened that the first boy was of a lazy disposition, and as the years passed he spent more and more time praying for what he wanted, and less and less time earnestly working for it.

The second boy was of an energetic nature, and as the years went on he thought less and less of gaining things by asking for them, and more and more by working hard for them.

The inevitable result came to pass. The first boy became a poor, discouraged man in spite of all his prayer and the second boy became a rich and prosperous business man. One day the two brothers met the preacher on the street. He was old and bent, and had learned many things along the way he had gone. The first brother felt rather bitter toward him, and said: "Because I followed your advice and prayed for what I needed I am poor and discouraged."

"And how did you pray?" asked the preacher.

"How?" said the man, "Why, in the usual way, with my lips, of course."

"And you," asked the preacher of the second brother. "What has prayer done for you?"

"Whatever I have or am," said the second brother, "I owe to hard work. That is the way I have prayed."

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

Turning to the first brother the preacher then said: "To work is to pray. Very little is given to those who only ask. Much is given to those who work. When Adam and Eve were expelled from the garden of paradise a sentence was pronounced over them which men have looked upon as terrible: 'Thou shalt earn thy bread in the sweat of thy brow.'

"There is nothing terrible about that sentence. It is a blessed commission that leads straight to right living and happiness."

But the first brother was unconvinced, and because he did not wish to work he straightway began to pray again, hoping against hope that he would still receive something for nothing.

Happiness

NO ONE ever does a thing in this life without expecting some happiness to come from that action. I hear objections at once. A voice over there says: "How about a man who steals?" The answer is simple. The thief expects to gain happiness by means of the ownership of the thing he steals. If it is money, he expects to buy things with it; if it is a bicycle, he expects to enjoy riding it. "Well," says another voice, "how about the person who lies?" Again the answer is easy. The liar expects to keep his present happiness and escape punishment by laying the blame on someone or something else, or he hopes to gain further happiness by giving a false impression of his own worth. Another voice cries out: "How about the cigarette smoker who ruins his career, his health, and his friendships by means of every cigarette he lights?" The answer is ridiculously easy. The cigarette smoker either gains a momentary happiness through the effects of the poison in his lungs or experiences joy in the company of other cigarette smokers. "Well, then," says another voice, "how about the wilful murderer?" It seems a dreadful thing to say but even the murderer murders for happiness. He either thinks happiness arises out of revenge or out of the possession of something to be got by killing another, or out of the freedom from a menace which the murdered person holds for him. Finally, a voice says: "How about the man who lays down his life for his friend?" Even this man whose generous soul is willing to give all and take nothing sacrifices himself for happiness. To stand by and see another suffer would have meant loss of happiness to him. To slink away when a great cause demands a martyr would have robbed him of joy forever, so in defence of his present happiness he lays down his life. Since, then, the pursuit of happiness is such a tremendous thing for all of us it may be well to fix a few principles covering the kinds of happiness worth having and, therefore, worth working or dying for.

The first kind: Happiness of soul. All the various degrees and kinds of happiness that come from knowing our Heavenly Father, feeling Him in our lives, seeing Him in His works about us and copying in spirit the sacred beauty of His holy nature.

The second kind: Happiness of the mind. All the various degrees of happiness that come to thinking beings through the appreciation of lovely things which other thinking beings have produced; music, literature, art, science, oratory, business, architecture, and the like.

The third kind: Happiness of the heart. All the wonderful kinds of happiness that come from loving and appreciating and admiring each other and being loyal in all things to each other, and to the nation that covers all.

The fourth kind: Happiness of the will. All the many kinds of happiness that come from conquering temptation and defeating the evil in the world about us.

The fifth kind: Happiness of the senses. The least of all worthy of our attention but most important since nearly all the crimes of mankind are committed in its pursuit. The feel of our own gold is honest happiness; the odor of the rose is a joy that no one should be denied; the clasp of another's friendly hand is good for even the hardest heart; the taste of cool, sweet water is worthy of a day's hard toil; but when the pleasures of the senses lead men to theft, to drunkenness, to idle living, to abandoned lives, then truly nature has become a curse and the senses an entry into the abode of evil things.

Let us, therefore, ask ourselves this question: "Is the kind of happiness I am pursuing leading me down into sorrow and disgrace, or up into the sunlit happy realms where God smiles and all is well?"

Wild Geese

LAST evening as I stood in my garden I heard a queer far-off sound as of many voices talking in a high-pitched key. The sound seemed to come from somewhere overhead and yet the blue sky was empty of all living things. The sound grew clearer and louder as the moments passed until at last, far off at the edge of a cloud, I saw long strings of dark dots arranged in the shape of a V.

"Wild geese!" I called out. "They are going south. We are going to have colder weather."

The long lines came steadily overhead; the honking grew louder and louder until it reached

a silvery climax and then faded steadily but gently into the far southern skies.

When the wild geese had gone and the heaven was bare and silent once more I continued to gaze upward, wondering at the strange knowledge that lies hidden in the brain of so many wild creatures. Man spends countless thousands of dollars and much time and labor trying to forecast the weather. He often fails, but the wild goose days ahead of the northern storm sees it coming and spreads wing and rows himself down into warmer climes. In going his far pilgrimage he has no guide, no compass, nothing but the urge within his heart which leads him on, through night and fog and rain, to a sure ending in some well-known place. We call this strange power INSTINCT. Is it not rather the voice of God speaking through great mysterious laws, to those who have no reason to guide themselves?

And if God so loves the wild goose as to serve as his pilot in the night, how much more does He love us and how much more will He serve to pilot us if we but rest our trust in Him and follow where He leads?

No Lack of Beauty

TODAY, just for a change, I wish to ask a question. Are you learning to love beautiful things?

Do you stop to admire a blazing sunset that floods the western sky with colored light?

Does a lone cloud sometimes carry you far away to distant shores where day dreams live?

Does the sight of a lovely rose stir an answer in your heart; a silent greeting as to a well-loved friend?

Does the broad expanse of the sunlit sea speak out to you of God?

Does the telling of a noble deed stir up a deep sense of friendship in your heart?

Do you feel, now and then, that joyous warmth that comes from the doing of some noble act?

If a day goes by in which you fail to see and appreciate some beauty, a day of golden opportunity is lost to you forever. I can hear a voice saying: "But how can I find beauty in dusty, oily streets, in brick and wooden walls, in noisy pavements?" My answer is: "There is beauty in dirty city streets; I saw one just yesterday, reflecting from its rough surface the soft glow of a glorious sunset. To lift one's eyes from the rough street to the smooth far pavement of the sky is not hard."

There is beauty, too, in brick and wooden walls. Old vines of ivy cling there; old memories cling there, too; forgotten faces in old windows and forgotten people coming out of old doors; and if we have no beauty near at hand, we have vast fields within our souls. We have the strange power of living in the land of our imagination; a country, peopled with our own thoughts, beautiful thoughts if we think beautiful things; ugly, sinful thoughts if we think sinful things.

Let us, now and then, count up the beautiful things about us. Let us make a list of all of them, not forgetting the lovely things we cause to live in our imaginations.

I shall give you an example of what I mean. I once saw a beautiful brook break into foam around a great rock. I think of that brook often. Today I made several attempts to put that scene in words. At last I wrote this: The brook slipped down beneath its brown banks, until, like twisting, purple vines, the water suddenly burst into snowy blossoming around the edges of a dark rock.

What a splendid daily exercise for each of you; painting in common words some scene you love.

An Ode to the Parent

By HELEN HOLLY DOUGLAS

How dear to our hearts are the fathers and mothers
Who stand by the teacher through each changing year,
While children are growing from First Grade to Seniors—
Such parents cast 'round us a halo of cheer.
They never say: "Gracious, these school folks are nutty,
They don't teach like folks did when we learned to read—
They didn't have sloyd, basket-ball and such grim-cracks
And all other frills that a body don't need."
But these say: "The progress of learning advances,
We're back of the teachers and boosting them strong,
They're doing their best and we're praying, God bless 'em,
And with faith, hope and love we will help them along."

—Washington Education Journal.

EDUCATION IN ACTION

$10,000 Prize to Reward Teaching

Convinced that more inspirational teaching in American colleges and universities would stimulate a more general appreciation of learning among students, Phi Beta Kappa plans to offer a grand prize of $10,000 every year for distinction in teaching, as part of its national campaign for better scholarship. It is proposed to establish a fund of $900,000 to maintain the scholarship program which provides, in addition to the teaching prize, grants not exceeding $2,000 each to chapters or individuals to further scholarship, teaching and constructive experiment, as well as non-monetary awards and distinctions for scholarship in secondary and preparatory schools.

Rouge Money For Athletics

Lipsticks, eyebrow pencils, rouge and the like have been banned by the 1,600 girl students at Commercial High School, Providence, R. I. The money they have been spending on cosmetics will be turned over to the High School Athletic Association for the support of their football team. This pledge was taken by a rising vote of all the girls at a mass meeting called by the students to produce ways and means of retrieving their grid team. Football had been barred from school activities by action of the teachers' council because athletics have accrued a deficit and because the students were apathetic over the shortage.

Prefers Teaching To Society Life

Miss Edna Wilbur, daughter of Curtis D. Wilbur, Secretary of the Navy, preferring the schoolroom to Washington society, has joined the teaching staff of a high school in New Haven, Conn. Miss Wilbur received her appointment from the board of education last June, but it was not until school opened that it became known that she was among the high school teachers.

Indian Educator Notes Homogeneity of Japan

Nawab Masood Jung Bahadur, director of Public Instruction in the Hyderabad State, India, recently visited Japan to study the educational system of that country. One of the first things that he noticed on his arrival in Japan was the remarkable homogeneity of the people, physical as well as cultural. For a foreigner it is almost impossible to locate the social position of the persons with whom he comes into contact. Politeness, refinement of gesture, and neatness in dress, which in some countries tend to become the monopoly of the so-called higher classes, are general in Japan. The Nawab said Japan copied what was most useful from such countries as France, England, America and Germany. The Japanese had nothing to learn of art and philosophy from the West.

Jews and Christians Exchange Professors

Another step in the growing movement for friendship and mutual understanding between Christians and Jews has been brought about by the exchange of professors between two leading theological seminaries—one Christian, the other Jewish. Professor Harris F. Rall, of Garrett Biblical Institute, a Methodist theological seminary near Chicago, recently lectured on "The Meaning of Christianity" at Hebrew Union College in Cincinnati. In return for these lectures Professor Samuel Cohen of the latter school went to Chicago to lecture before Garrett students on "The Meaning of Judaism." This exchange of professors is said to be the first exchange lectureship between Jews and Christians in this country and has attracted wide attention.

German Students Ride in First Auto

Students of Hanover Technology in Germany recently celebrated the fortieth anniversary of the invention of the German automobile. They hauled out the original machine from the school museum, filled the tank with gas, and drove 270 miles from Hanover to the home of Dr. Karl Benz, the inventor, in Landenburg. Dr. Benz is now eighty-three years old. The trip was made without a single mishap. Instead of the skeptical jeers which greeted Dr. Benz on his first ride in the same car, the student drivers received an ovation along the route. Tears were in the aged inventor's eyes and thousands of his townspeople cheered as the machine chugged up and stopped in front of his house.

Braves Will See Haskell Dedication

About 5,000 Indians, representing at least seventy-five tribes, late in October will gather at Haskell Institute, Lawrence, Kans., the largest Indian school, for a huge four-day pow-wow to celebrate the dedication of the new $200,000 athletic plant. The plant, built entirely with money contributed by Indians, incorporates the new Haskell stadium, seating 15,000, and other athletic fields. All of the Indians who attend will be invited to bring their wigwams and pitch them on the farm south of the Haskell school. The tribes will be grouped in villages as in the old days and each tribe will have its own chief. The chiefs will gather one day to smoke the pipe of peace and hold friendly council. During the pow-wow the world's champion Indian dancers will be selected. One of the features of the gathering will be the presentation in the stadium of Longfellow's "Hiawatha." The players will wear native costumes of gorgeous colors and the display will be held beneath electric lights.

Will Spread Moonlight School Idea to Indians

Moonlight schools, such as were originally established in 1911 in the Kentucky Mountains by Mrs. Cora Wilson Stewart and have greatly increased literacy among the mountaineers of that section, are to be opened this fall on the Blackfeet Indian reservation in Montana. Three or four "moonlight schools" will be opened on the reservation at different places with the object of teaching the English-speaking adult Indians to read and write, and possibly to teach some of the non-English-speaking Indians the use of English.

Ogilby Opposes Education for All

The democratic theory of education, insofar as colleges and universities are concerned, is a mere shibboleth and American colleges must justify their existence as purely educational institutions within the next twenty-five years by selecting and developing an aristocracy of intelligence or lose the respect in which they are now held, was the opinion expressed by President Remsen B. Ogilby of Trinity College, Hartford, Conn., on a recent radio broadcast. The college should begin selecting before the boys come to it and continue the process until it has selected only the cream of the rising generation, he said. The true function of a college, President Ogilby declared, is instructing and training those young men and women who are admitted after careful selection.

Finds Age Fails To Bar Ambition

America strikes foreigners as a land with a preponderance of youth. Yet age is no handicap here as it is abroad. America gives every one a chance, even if they are no longer young. That is the observation of Miss J. M. Kraft, secretary of the People's University of Utrecht, who has just returned to her home in Holland after a summer passed in the United States. "In Holland," said Miss Kraft, "when you reach the age of forty everything is over. You are expected to take a back seat, and if you do not, you quickly become the victim of criticism. And criticism," she added, "is one of my country's predominating qualities." While here she made a study of adult education. Because of the essential difference between the attitudes toward youth and age in these two nations, Miss Kraft doubts if adult education will ever reach the highly developed stage in Holland it is fast approaching in the United States.

Kansas Town Fixes Styles for Pupils

Three School Board members of Arcadia, Kans., a town of some 400 inhabitants, are sponsoring regulations governing the dress of students and teachers. The "thou shalt nots" proposed are: No dresses shall be worn to school which are shorter than six inches below the knee; Use or possession of lipstick or rouge on the school grounds prohibited; No slang phrases or immodest language shall be employed; Wearing of belts by boys is prohibited, their use to be supplanted by suspenders; Boys must wear overalls, unionalls, or knee trousers suspended from the shoulders. Many mothers are bitter in regard to the new regulations, contending they cast reflections on the moral characters of their daughters. Many townspeople regard the regulations jokingly and declare they cannot be enforced.

Abbe Gives Chateau To American Music

Abbe Loubiere, priest of the Sacred Heart Church on the summit of Montmartre, Paris, has given his only personal property, a fifteenth century chateau in the south of France, to be used as a school for American singers. Down in the Aveyron Department, the home of Emma Calve, there is to be founded a school to which American girls of moderate means can come and study. Through a chance conversation with an American singing teacher and her two pupils who were visiting the church, the Abbe conceived a solution to his four-year-old problem of what he should do with the chateau. He had the property title transferred to Mrs. Pearl Flanagan, soprano singer and teacher of Wichita, Kans., a city of which the priest had never heard. Mrs. Flanagan is returning to this country to formulate plans whereby proper use will be made of this French priest's gift to American art.

Parent-Teacher Activities in Oregon

Effective work is being done in a quiet way by the Americanization department of the Oregon Congress of Parents and Teachers. Many foreign-born fathers and mothers are studying English in classes arranged by the congress and the Americanization Council of Portland. Social events are planned for these mothers whose home life does not admit of outside contacts which the fathers have through their work. A unique bit of "home Americanization" was suggested to the state board of the congress by the committee on Americanization at a recent meeting. The idea is to mark the coming into voting age of boys and girls by some specially prepared patriotic observance, the opinion being that many of our young people do not realize the opportunity given them in the right to bear their share in the voice of government.

German Youths Study Our Labor

A novel experiment in post-graduate training—incidentally in international understanding—is being tried by the German Students Co-operative Association. With the consent of the United States Department of Labor, the association arranges for groups of graduates of German technical and agricultural colleges to come to America to work in laboratories, factories and on farms as manual workers. The purpose is to give them first-hand knowledge of the industrial methods employed in this country and to let them learn something of the spirit governing the relations between American employers and employes. The students are permitted to remain in the United States for a period not exceeding two years. One hundred will be permitted to enter this year. Of this number fifty-two are already here, working in various industries, and the rest will arrive in November.

Thinks Federal Control Of Schools Unlikely

Mrs. Mary B. Finan, Chicago, newly elected president of the International Federation of Catholic Alumnae, declared before the recent convention of that body in South Bend, Ind., that the probability of a federalized school system providing for state subsidies and carrying with it virtual bureaucratic control of educational institutions is becoming less each year. "Congress has become aware of the dangers of federal centralization inherent in the fifty-fifth plan of federal subsidies," Mrs. Finan asserted. "The bill now before Congress calls for no federal subsidies and provides adequately for co-operation of federal educational activities."

Farmers Enroll In Radio School

More than a quarter of a million farmers have already enrolled in Uncle Sam's radio farm school, which opens early in October. Arrangements have been completed by the Department of Agriculture with a large number of stations for the broadcasting of the farm school, which will be divided into a series of twenty-four short courses of eight lessons each. Under the new arrangement current farm problems will be discussed between "Robbins," the county agent, and "Mr. Dibble," a representative farmer. Listeners will hear both sides of an intelligent, interesting conversation in which questions and answers will be given bearing on the most timely current farm problems. The Monday program will be devoted to livestock, Tuesday to crops, Wednesday to poultry, Thursday to fruits and vegetables and Friday to dairying.

Schoolbook Covers List Famous Persons

Girls and boys in Chicago and the rest of the Cook County schools have been given, by a Chicago newspaper, 3,000,000 covers for their textbooks. The cover for use in the higher grades emphasizes the gratitude that is due to the great men and women of all ages and nations who have helped to make the world a better and happier place to live in. A list of many of the leaders in music, art, poetry, literature, natural science, invention, philosophy, religion and other lines of endeavor is given and the students have been invited to write compositions on the men and women to whom they feel the most gratitude.

Would Discharge Teachers Who Smoke

Women school teachers who smoke and janitors of schools who indulge in liquor would be subject to dismissal in Lynn, Mass., if Mayor Ralph S. Bauer had his way. He ordered the school committee to inaugurate a ruling to that effect in a campaign designed "to weed out all teachers, men or women, who cannot or do not set up the highest standard of morality for their pupils." When the question came up for a vote at the school committee meeting, a three to three tie resulted on the smoking question, and a unanimous negative vote resulted on the proposal for "dry" janitors.

TREND OF THE TIMES

Money Circulating In the United States

The total volume of United States money in circulation on August 1 was $4,858,473,503—an increase of $128,950,992 over August 1, 1925. The per capita circulation on August 1 this year was $42.01 as compared with $41.31 on August 1 last year. For twenty years before the World War the average per capita circulation was about $33; and for the decade before that about $25. The total stock of money in the country of all kinds on August 1 was $8,399,076,061, as compared with $8,188,043,707 on August 1, 1925. This includes the money in vaults of the United States treasury, as well as that in circulation.

Two Million Statutes For Law-Abiding American

The law-abiding citizen of today must observe some two million statutes. According to the National Budget Committee the number of our laws is now 2,000,000. In addition to these written statutes, we obey the entire common law of England, as understood in 1776, except in so far as Congress has modified this common law by legislation. This country is the greatest law factory the world has ever known. Congress in the last session passed 895 measures, as compared with 393 for the preceding session. The average for the 136 years of existence of the sixty-nine Congresses is nearly 735 laws passed by each one. Among the state legislatures North Carolina led with 1,173 enactments last year. Municipal measures to the number of about 30,000 are being added each year to our rapidly developing legal system. Courts in the performance of judicial duties are creating thousands of precedents—175,000 pages of decisions in a single year.

Valuable Souvenirs Brought From Europe by Tourists

Returning tourists from Europe and elsewhere this year are establishing a record in the number of souvenirs and what-not they are bringing back with them. It is the exception among the boat loads of travelers to find someone not bearing souvenirs. Included in the variety of objects are tooled leather, laces, perfumes, mascot dolls, "antiques," canes, lingerie, handkerchiefs and ornaments.. One baggage inspector declares that much money is squandered on antiques. "Lots of the time," said Surveyor A. L. McKeon, chief of the baggage inspectors in New York port, "they know they are getting a bunch of junk, and they could get the same things here cheaper, but they must bring something over to their friends." A Detroit sportsman brought two English shot guns, worth $300 each, Scotch hunting caps, spats, knee boots and a game bag, and said: "I can't possibly use any of them in this country."

Nightmare of an Automatic America

Shaw Desmond, writing in The North American Review, avers there rises before one the nightmare of an automatic America. He cites automatic, standardized, sterilized conversation; automatic cafeteria, with automatic service; automatic "10-cent stores," with everything standardized to a hair; automatic, standardized humor, with the same two men hitting each other on the nose and falling down through miles of American newspapers forever and forever; automatic traffic regulation, with perhaps automatic autos, stopping and starting of their own accord upon automatic signal; automatic recording machines and talking machines and writing machines; armies of automata gradually being controlled by the machine by which they are gradually being assimilated. He declares it is a nightmare that is steadily materializing—the nightmare of a standardized continent.

Vatican Employes Now Punch Time Clocks

To maintain discipline and observance of the longer working day which was established in connection with the announced increase in wages, functionaries and workmen employed at the Vatican in Rome will have to punch time clocks hereafter. It is probable a large number of employes will be dropped from the payroll when the higher wage scale goes into effect in November.

Disarmament Is Far in Future

So little progress has been made by the military, naval and air preparatory committees in Geneva, which were doing preliminary work toward the world disarmament conference, that no such conference is now in sight. American delegates believe that a disarmament conference called in Washington would be doomed in advance to lamentable failure. Their participation in the preliminary work in Geneva has made them realize more than ever that disarmament on the continent of Europe is essentially a political problem and Washington does not loom as the best place to settle Europe's political troubles. Europe does not wish to adopt any wide limitation program at this time, and no one will deny that the work of the experts' committee has been more marked by efforts to prevent disarmament than by efforts to achieve it. The two big factors which block disarmament in Europe are Russia and the unreadiness of France and her allies to reduce radically their military forces until they have what they regard as satisfactory security.

Colombia Plans Creation Of Own Merchant Marine

Colombia is the latest country planning the creation of a national merchant marine to move its share of exports and imports. It is understood that the project calls for the construction abroad of four combination passenger and freight liners for entry in the Colombia-New York trade, and that this service will be followed by others to various ports in the United States and possibly Europe. The government will have one director on the board, but the enterprise will be controlled and managed exclusively as a private enterprise, enjoying a state subsidy and certain privileges such as exclusive rights to the coastal traffic.

Dictators and Kings Essay Dress Reforms

Dictators and kings the world over are trying to reform women's dress by various methods. But skirts continue to shrink, sleeves get no longer and the edicts of man have not covered up the bare necks which various high-placed officials declare objectionable. Mustapha Kemal would have us believe that at his suggestion Turkish women have cast aside the veil, but travelers in Turkey report Mohammedan women clinging to their veils. Pangoulos, former premier of Greece, had to abandon an attempt to lengthen women's skirts by law. King George let it be known that very short skirts were unattractive and women in the royal circle donned longer gowns. An effort to put Italy's artistic, color-loving women into drab garments is being made by Mussolini, who wants to standardize the dress of Italian women and lessen the cost of dress by having a uniform for women.

The BOOK TABLE

THE BOOK OF LIFE. Arranged and Edited by Newton Marshall Hall, D.D., Springfield, Massachusetts, and Irving Francis Wood, D.D., Northampton, Massachusetts. Eight Volumes, Bible Treasures, Bible Heroes and Pioneers, Bible Kings and Captains, Bible Prophets and Statesmen, Bible Poetry, Life of the Master, Paul's Life and Letters, Bible Educator. Chicago: John Rudin and Company, Inc.

Nothing is so greatly needed today as universal knowledge of the Bible, not what propagandists say about the Bible, not a misuse of the Bible, but the Bible itself is needed. Nearly five hundred years ago printing was invented for the sole purpose of printing the Bible and that was the only use of printing for several years. It was a beautiful Bible, large type, large pages, everyway attractive. We boast of the number of copies of the Bible printed, but most of these copies are in small type on small pages, on thin paper, arranged in an unattractive way, without illustrations. When the printer's science and the illustrator's art are making a million books brilliantly appealing to the young, they are urged to read a Bible that has no modern appeal to them. It is praiseworthy beyond expression that John Rudin and Company issue for the family, young and old, for the evening family circle and for Sunday worshipful spirit, "The Book of Life," which is in eight usable volumes, the Bible as attractive as any work of art, as appealing to the reader as any page of type, as skilfully arranged as any drama.

There should be no family in this broad land, no family that loves the children and aspires to have them good and good for something, that loves the country and desires its greatest service to the world, that does not expose the children, the guests, the parents to the Bible in this fascinating form.

We know of no set of books that is focused to promote social and ethical, educational and religious morale in youth so reliably and stabilize it so securely as will these eight volumes, which should be in every school library.

BOOKKEEPING AND BUSINESS KNOWLEDGE. By J. Hugh Jackson, Thomas Henry Sanders and Alexander H. Sproul. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Next to varieties in textbooks in English are textbooks in Bookkeeping, Accounting and Commercial Education. Here the rivalry is intense. The old bookkeeping does not meet the modern business world. Much of the failure in business and wreckage of banks is due to the use of antiquated bookkeeping. Bank examiners of the old school, much of the lack of direction by bank directors results from the election of men who are still living in the commercial and financial Dark Ages. There is no limit to the extent of chicanery where bookkeeping is on the old basis. To teach boys old bookkeeping is really teaching them how to be crooks if they wish to be.

The old bookkeeping assumed two things that are not at all true today. One was that all business men and bankers want to be honest. The other was that modern financiers don't know how to be crooked any more than old-time business men and bankers. Crooks in business and in banks steal vastly more money from banks and the business office than all the bandits in the country. Little of this inside thieving would be possible if all books, accounts and transactions were kept account of on modern principles and by modern methods.

Teachers of commercial subjects need new landmarks more than any other class of educators.

MEASUREMENT OF INTELLIGENCE BY DRAWINGS. By Florence L. Goodenough, Ph.D., University of Minnesota. Measurement and Adjustment Series. Edited by Lewis M. Terman. Cloth. Yonkers-on-Hudson, New York: World Book Company.

This book is an important advance on the best early measurement plans. In the first place it is based on experiments rather than on theories about experiments. In the second place it confines itself to what children themselves report through their drawings of what they learn by seeing and thinking about what they see. We are much interested in the author's statement that even the crude work of the testing from ten to twenty years ago demonstrated that drawings made by young pupils had an intellectual rather than an artistic origin, that it was determined by concept development rather than by visual imagery.

It was necessary to construct a scale for measuring intelligence as shown in a drawing. For this purpose drawings of the human figure were found to be most suitable. By means of objective analysis and comparison of the drawings of several thousand children of different ages and varying educational achievement, a method of scoring was derived which has proved serviceable as a measure of general intellectual maturity. The non-verbal nature of the test makes it particularly suitable for studying the mentality of children from foreign homes, and of deaf children.

The results obtained with the test indicate that its validity and reliability are about equal to the validity and reliability of most of the primary group tests in common use. It is believed that it affords a means for the study of mental development from an angle which has heretofore been disregarded by workers in the field of mental measurement.

It is in every way a real contribution to the science or art of school measurement.

ORPHEUS WITH HIS LUTE. Stories of the World's Springtime. By W. M. L. Hutchinson. Illustrated by Dugald Stewart Walker. New York and Boston: Longmans, Green and Company.

It is time we all awoke to the need of a return to the fairy tales, to the myths and legends, for they have a classic charm born out of the appreciation of centuries. We are in serious danger of living and thinking for the passing day. These classic characters belong to the ages and have risen like the sun of the new day with every generation. There is something wrong with a generation that fails to know and love Apollo, Orpheus and Eurydice. This book for the schools has fifteen classic stories: "The Well in the Forest," "The Dawn of the World," "The Coming of Zeus," "Prometheus, the Firebringer," "Deucalion's Flood," "How Apollo Came to Delphi," "The Mother and the Maid," "Prince Cadmus of Phoenicia," "The God of the Ivy Crown," "Prometheus Unbound," "Farewell to the Forest," "In the House of Apollo," "The Bridal of Weeping Torches," "Orpheus in the Underworld," "The Perfect Song."

HOW TO TEACH GENERAL SCIENCE. By J. O. Frank, State Teachers College, Oshkosh, Wisconsin. Cloth. 240 pages. Philadelphia: P. Blakiston's Son and Company.

The permanence of general science depends largely upon the extent to which the teachers thereof know "How to Teach General Science." However enthusiastic the champions of general science are, there are electric showers of interrogation marks.

The academic science teachers have rarely accepted general science as scientifically satisfactory. Teachers who do not know how to teach general science jeopardize the subject, and as a rule the only teachers equipped to teach general science were the few men and women born with a genius for such teaching. Any one who had previously taught a science was sure to continue to teach his subject, and general science received that attention which spilled out of his devotion to his subject, and those who had specialized in no science knew nothing of any phase of general science. Mr. Frank faces all of the difficulties and tells how to learn how to teach general science.

MENTAL ABNORMALITY AND DEFICIENCY. An Introduction to the Study of Problems of Mental Health. By Sidney L. Pressey, Ph. D., and Luella Cole Pressey, Ph. D., both on the faculty of the Ohio State University. Cloth. 356 pages. New York: The Macmillan Company.

This intensive study of Mental Health Problems is based largely upon the widest reading of specialists in this field, and the authors give voluminous references to authorities for every position they take on various subjects which they emphasize in their construction of a college course of study. Their main achievement is the elimination of theories of those who are overspecializing on episodes in mental diseases, magnifying points upon which there is agreement by reliable authorities.

RENAISSANCE OF THE BODY THROUGH SCIENTIFIC-AESTHETIC PHYSICAL EDUCATION. By Halldis Stobell. Cloth. Profusely Illustrated. San Francisco: Harr Wagner Publishing Company.

Physical education is the training of the human body to the zenith of its strength, power of expression and beauty. This is not a medley of classic dancing, rhythmic gymnastics. It is not an ideal that is unattainable.

It bridges the chasm between the finished product of the ancient Greek sculptor's art, so perfect in its beauty, and the crude and vague gropings of the modern sincere searcher for truth, as expressed in a system of rhythmic, hygienic, scientific and aesthetic education, and various other exercises which are found today.

In the Renaissance the discoverer of gymnastic apparatus was the first to consciously build up the physique of the human being from the decadence into which the body had fallen in the middle ages and the ruin which threatened it through the comparative voluptuousness of that period.

Halldis Stobell is a well known expert on modern scientific-aesthetic physical education in Scandinavia. The translation form the Norwegian language was made by Mrs. Edith Richards, Stockholm.

DRAMATIC MOMENTS IN AMERICAN HISTORY. By Elizabeth F. Hague, William McKinley School, New York City, and Mary Chalmers, Corlears Junior High School, New York City. Chicago, Dallas, New York: The University Publishing Company.

The book covers in dramatic form the whole field of United States history. There are eleven plays which have been successfully tried out. There are assignments and projects at the end of each play to correlate the civic history with other subjects.

Two projects, "How to Write a Play" and "How to Produce a Play," are the result of many years' successful experience in producing school plays and pageants.

STUDIES IN VOCATIONAL INFORMATION

By Bate and Wilson

A new vocational text for Junior High Schools. It sets the children to work investigating the possibilities, advantages, disadvantages, and opportunities of the different trades and professions by field work and outside reading, with the text as a guide.

THE HORACE MANN NEW THIRD READER

The newest book in the **Horace Mann** Series. New stories of animals and people, together with modern tales by favorite American, English, Irish and Italian story-tellers; folk-tales from many lands; and a number of poems both old and new. Illustrated entirely in color.

WOODBURN AND MORAN'S HISTORIES AND CIVICS

Finders and Founders of the New World (4th Year)
The Makers of America (5th Year)
Introduction to American History (6th and 7th Years)
Elementary American History (7th and 8th Years)
The American Community (8th Year and Jr. H. S.)

From Leif the Lucky, the earliest "Finder," down to present-day people and problems. The admirable organization, and the clear dramatic style of the authors vivify history and civics, and give them meaning and interest. **Always up-to-date.**

LONGMANS, GREEN & CO.
NEW YORK CHICAGO BOSTON

Work-Type Reading

The New Methods and Content for Work-Type Reading Advocated by the National Committee Are Fully Exemplified Only in

THE STUDY READERS

(Walker-Parkman-Summy)

Third, Fourth, Fifth, and Sixth Years

THE STUDY READERS teach and drill one at a time the habits, attitudes, and skills which develop comprehension and speed, and definitely apply them to study purposes.

Teachers' Manuals supply full outlines for all lessons, and explain their application to other school studies.

The Study Readers Represent the Latest Step of Progress in Teaching Reading

CHARLES E. MERRILL COMPANY
New York Atlanta Chicago

ESTABLISHED 1869

The

SAVING AND SANITARY QUALITIES

OF HOLDEN BOOK COVERS

Make them Indispensable in the Schoolroom

(SAMPLES FREE)

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

Probably Tootin' Her Own

The young college girl, whose first-hand knowledge of country life and all things pertaining thereto was rudimentary, visited a friend on the latter's farm.

Among the many things of interest to her was the cow and to her surprise she learned that the animal had horns. She stood watching the cow for a while, discussing with her friend this feature of the animal's anatomy, and then turned away. The cow bawled.

"Oh, which one of her horns did she blow?" breathlessly demanded the college girl as she grasped her friend's arm.

Will and Won't

Old Mose was wrestling with a balky mule when a bystander asked him: "Why, Mose, where's your will power?"

"Mah will power's all right," came the reply, "but, you ought ter come out an' see dis yer animal's won't power."

Lost But Not Found

Woman customer (after the tired looking clerk had pulled down blanket after blanket until there was only one left on the shelf)—"I don't really care to buy a blanket today. I was only looking for a friend."

Clerk—"If you think he's in the other one, madam, I'll gladly take it down for you."—Country Gentleman.

Looking Backward

"What are you reading, Charley?"

"It's a book called 'Child Training' that I borrowed from Mrs. Jones," returned the young son.

"Do you find it amusing?" laughed his mother.

"I'm not reading it for that. I merely wanted to see if I had been brought up properly."—Exchange.

Handicapped

The Little Chap—"Dad, one of the boys in school said I looked like you."

His Father—"What did you say to him?"

"Nothin'. He's a lot bigger'n me."—London Answers.

The Unwritten Rule

Workman (wanting to borrow a measure)—"Have you got a two-foot rule in the house?"

Maid—"Yes, it's to wipe all the mud off 'em before you come into the kitchen."

Circumstantial Evidence

Mistress—"Bridget, has Willie come home from school yet?"

Maid—"Yes'm, he has."

Mistress—"Have you seen him?"

Maid—"No'm."

Mistress—"Then how do you know he's home?"

Maid—"Because the cat's hidden under the piano, ma'am."—Exchange.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — **Birmingham, Ala., 210 Title Bldg.**
New York, N. Y., 225 Fifth Ave. — **Kansas City, Mo., 1020 McGee St.**
Syracuse, N. Y., 402 Dillaye Bldg. — **Portland, Ore., 409 Journal Bldg.**
Philadelphia, 1420 Chestnut St. — **Berkeley, Cal., 2161 Shattuck Ave.**
Pittsburgh, Pa., 549 Union Trust Bldg. — **Los Angeles, Cal., 548 So. Spring St.**

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon Street, Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

H. S. BALDWIN — **T. M. HASTINGS**

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.

Established 1890 — **6 BEACON STREET, BOSTON**

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. — **8 Beacon Street, Boston**

Telephone Hay. 1678. — Established 1885

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS — BOSTON, MASS.

THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

May we suggest a New School Year Resolution?

"I will purchase, and place in the hands of my pupils, at least one set of ARLO BOOKS."

Signed, Superintendent of Schools

Each new ARLO BOOK used in the schools of this country is a new friend for reading, and a help in the direction of better reading among school children. Will you not invest in at least one set to prove our claim?

BUSY BUILDERS BOOK	.45	**DAN'S BOY**	.60
ALLSPICE	.55	**ANITA**	.65
CLEMATIS	.60	**WHO KNOWS**	.50
ARLO	.55	**PATHWAYS**	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Meetings To Be Held

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull, West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States. Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. Free Registration

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone
Member of National Association of Teachers' Agencies